IGNITE! PRESENTATIONS
ADL–IT'S MORE THAN THE TECHNOLOGY

Modernizing Learning

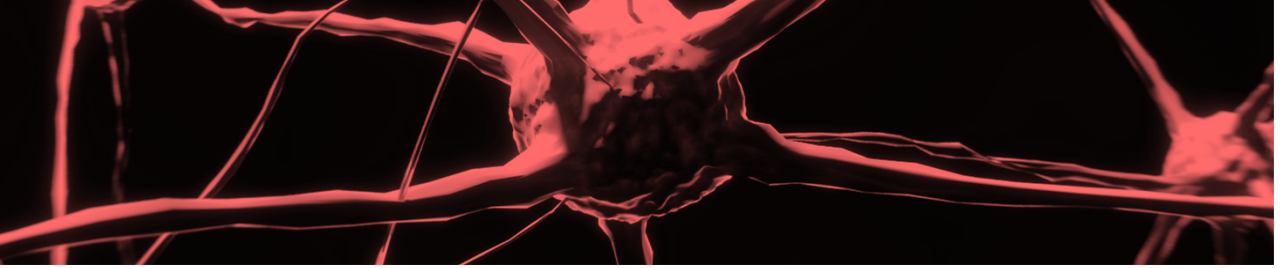
Sae Schatz, Ph.D.
The ADL Initiative

Social: #ADLiFEST | WiFi: HILTON_MEETING / Password: ADLiFEST

iFEST

Modernizing Learning

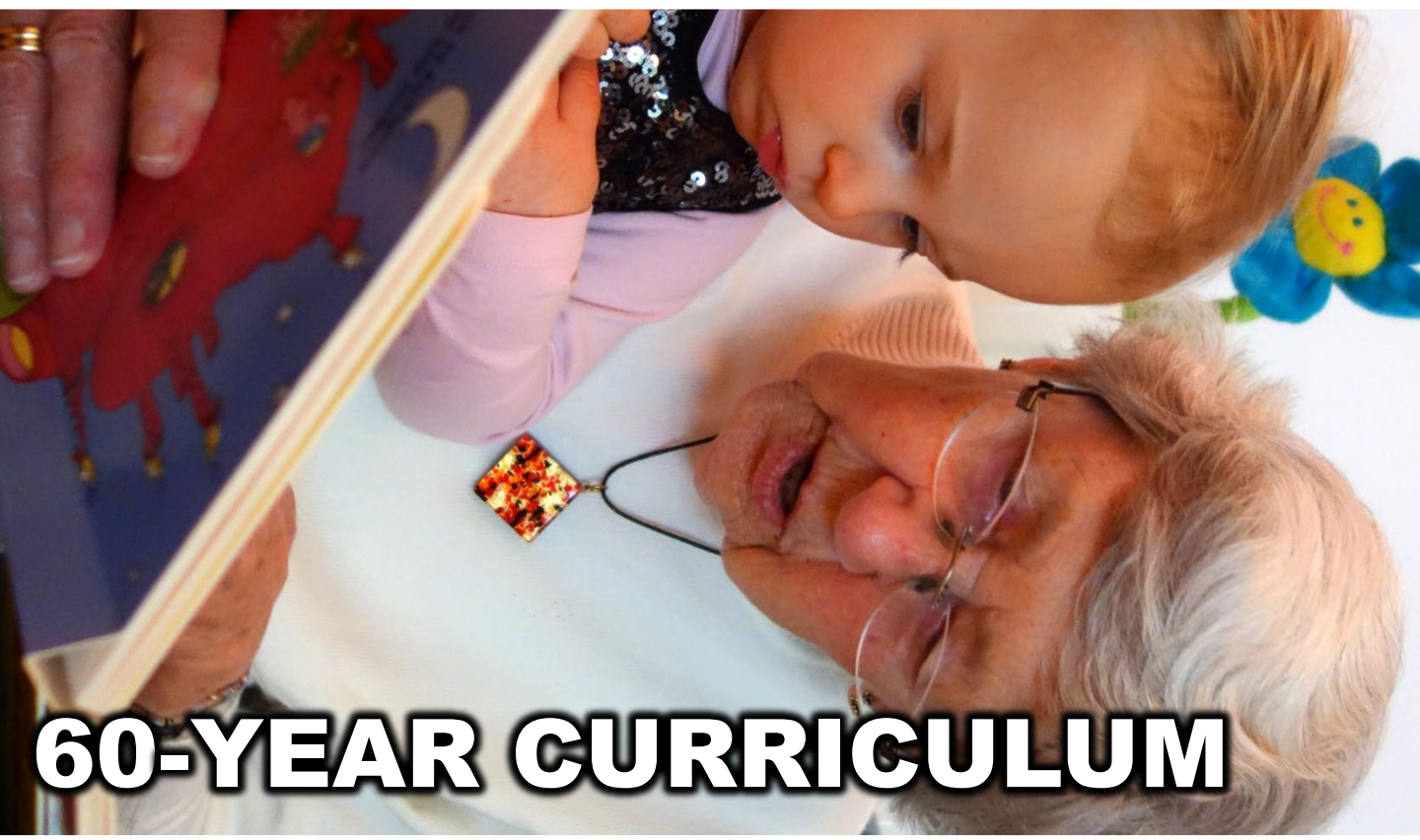
Sae Schatz

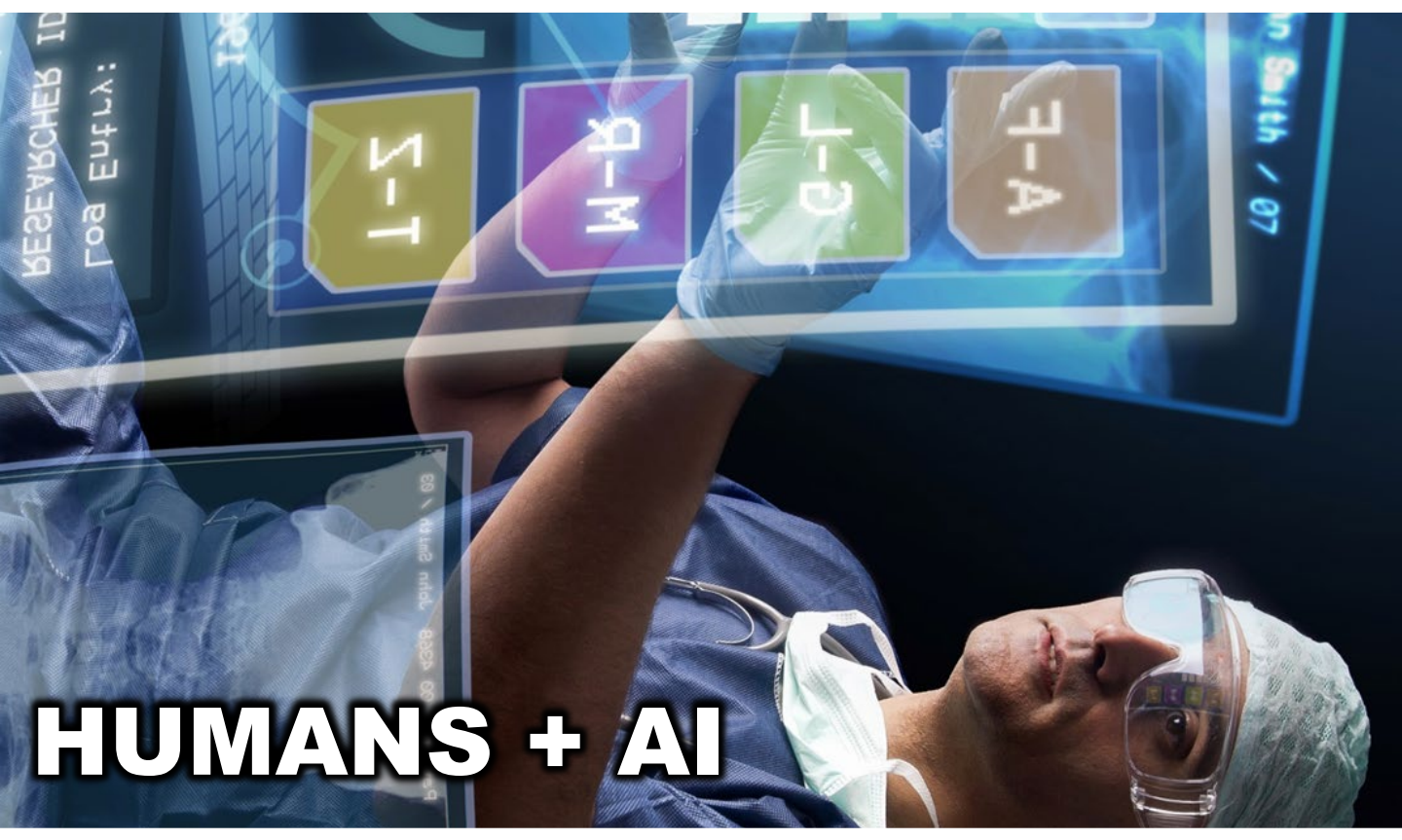


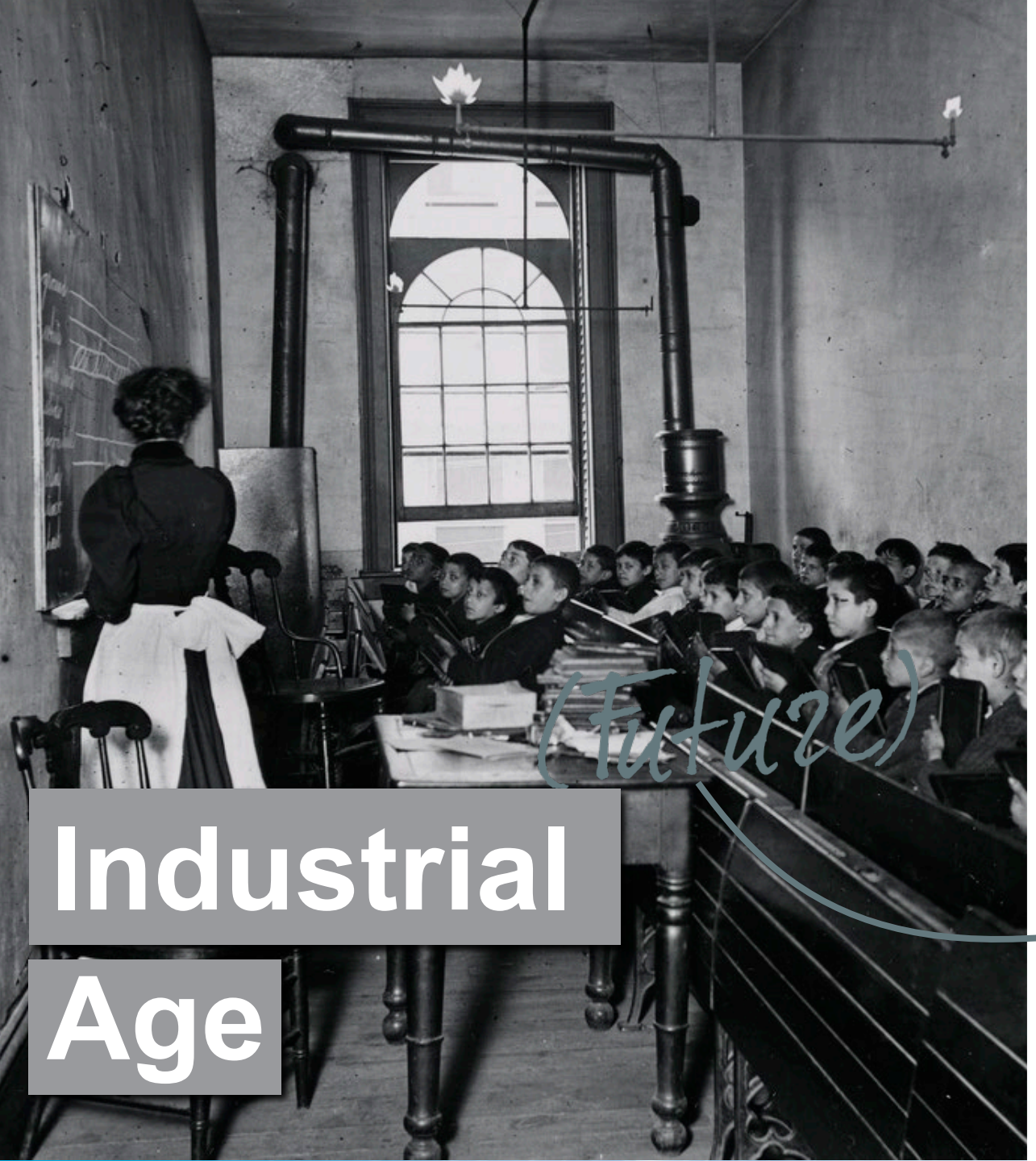
Strategy Innovation
Vision
Creativity

Time (s)

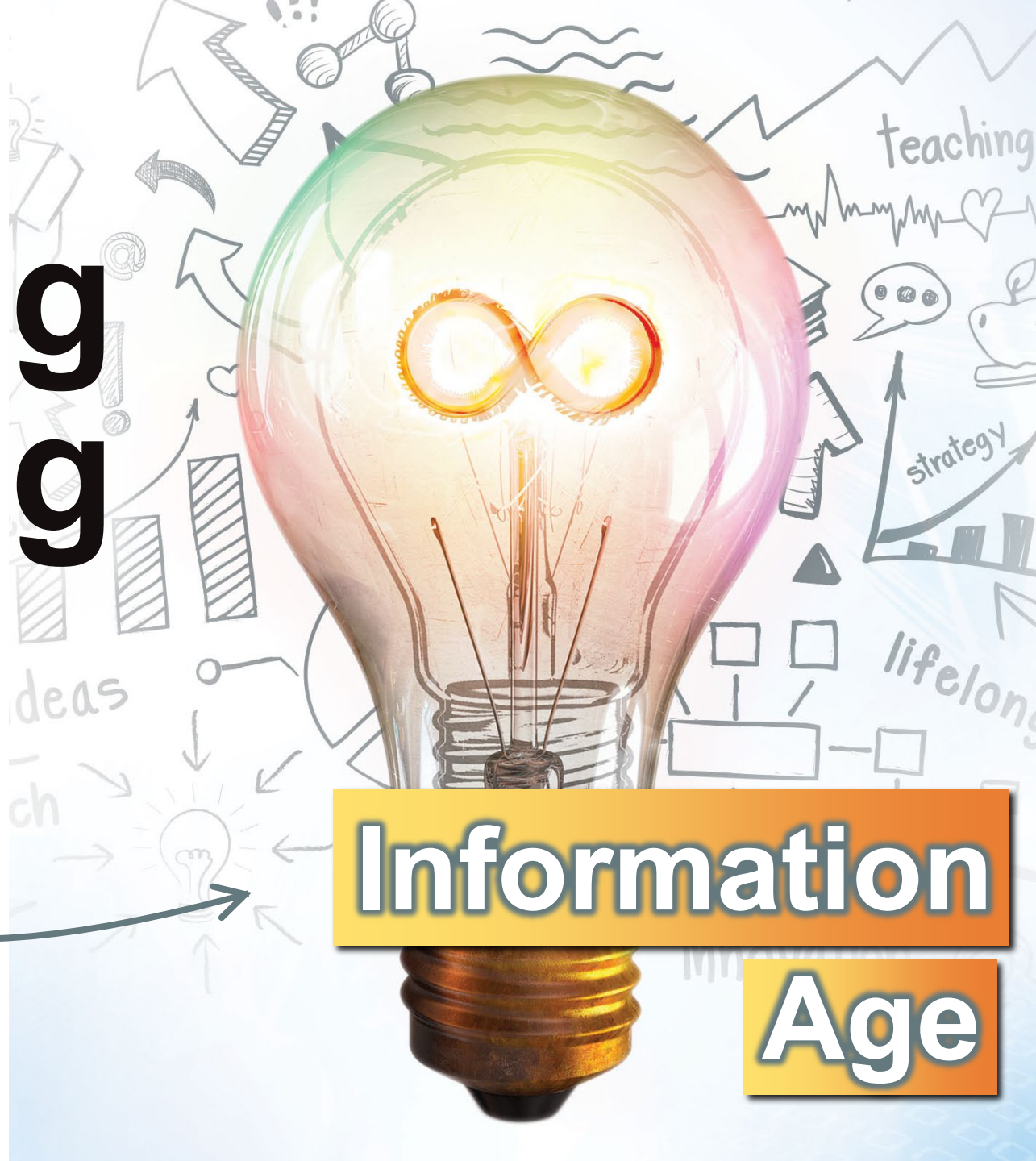
OPERATIONAL DEMANDS


60-YEAR CURRICULUM


HUMANS + AI


(Future)
Industrial
Age

g
g


teaching
strategy
lifelong
Information
Age

- Time-based and episodic
- Assembly line–like
- One-size-fits-all
- Input-focused
- Passive
- Focused on transferring facts and psychomotor skills from experts to students

- Lifelong continuum
- Interconnected
- Personalized
- Outcome-focused
- Active
- Focused on fostering 21st century competencies

Future Learning Ecosystem

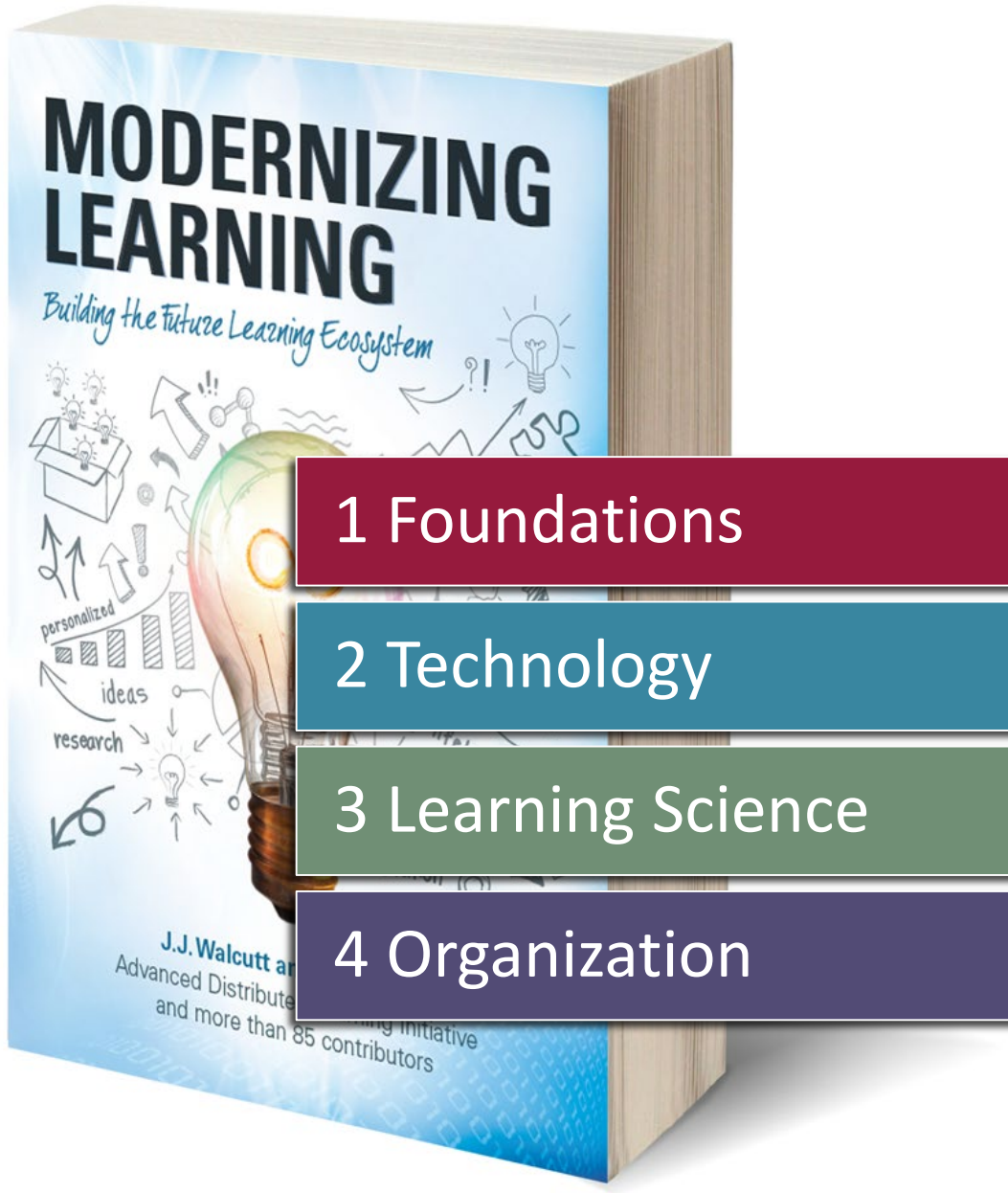
- Lifelong continuum
- Interconnected
- Personalized
- Outcome-focused
- Active
- Focused on fostering 21st century competencies

385 Pages + References

85 Contributors from academia, education, government, military, non-profits, and industry

- **35** Authors
- **52** SME contributors
- **2** Editors + **4** Editorial Board

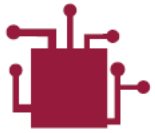
4 Sections



Foundations

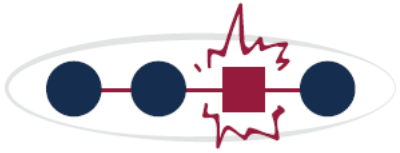
SAMR

The SAMR model highlights our tendency to use new technologies in old-school ways.



REDEFINITION
Technology enables new tasks, previously inconceivable

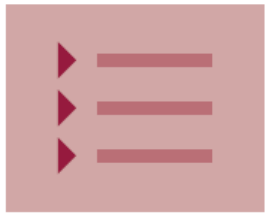
MODIFICATION
Technology enables significant task redesign



AUGMENTATION
Technology acts as direct s

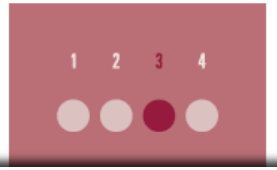
SUBSTITUTION
Technology acts as direct

MAYER'S 12 PRINCIPLES OF MULTIMEDIA LEARNING



SIGNALING
highlight essential information

REDUNDANCY
use graphics and narration (not on-screen text)



PERSONALIZATION
use a conversational style, not a formal one

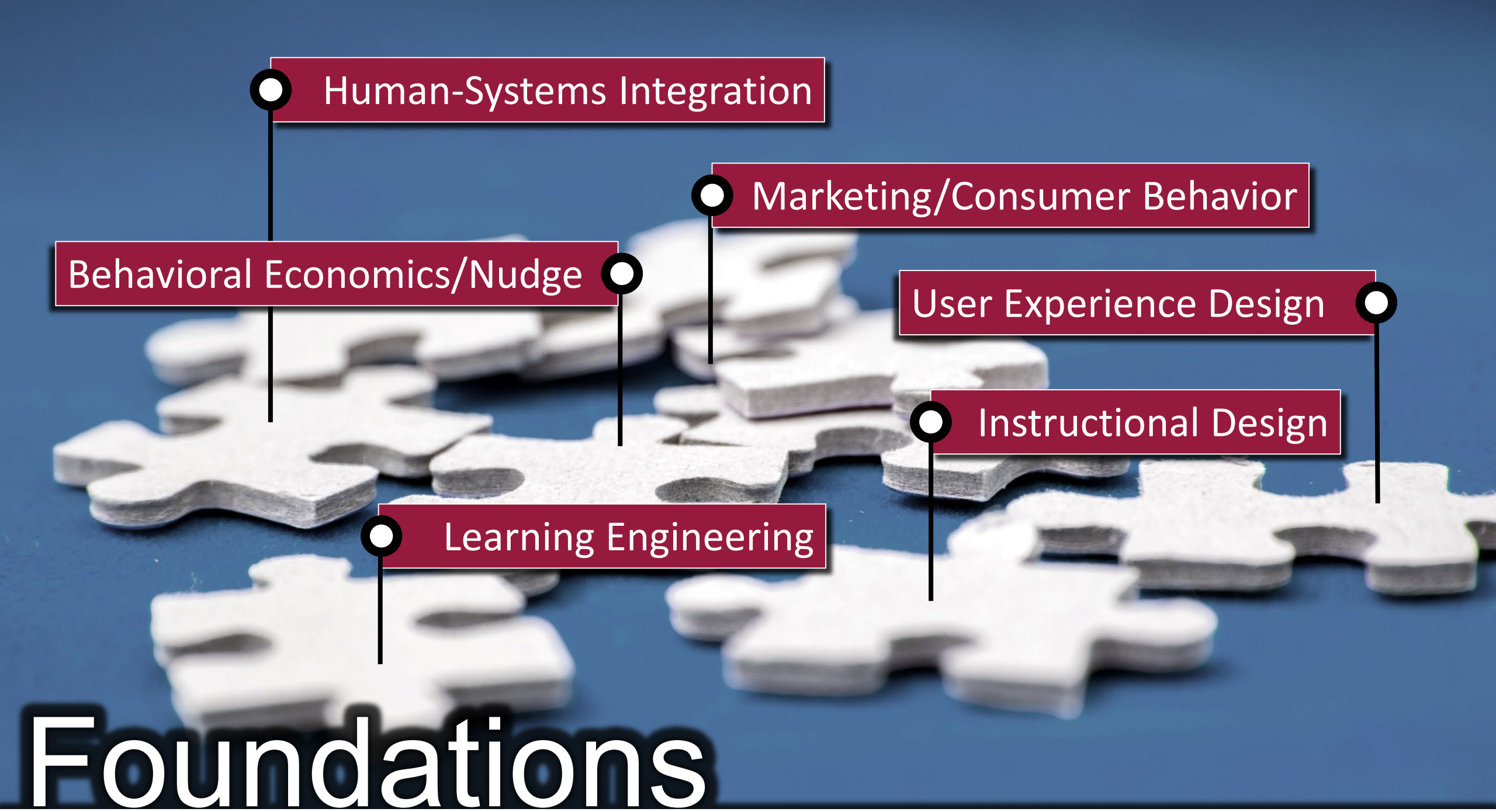
VOICE
narrate in a friendly human (not machine) voice

IMAGE
the narrator's image isn't needed on-screen

Example of "watching a video" at various levels of engagement:

PASSIVE Receiving	**ACTIVE** Manipulating	**CONSTRUCTIVE** Generating	**INTERACTIVE** Dialoguing
Watching the video, without doing anything else	Actively engaging with the playback, such as rewinding and pausing; taking verbatim notes	Explaining concepts from the video; taking paraphrased notes; contrasting the video to other materials	Debating with a peer about the message in the video; actively analyzing the position of the video in a small group discussion

Example application of Chi and colleagues' ICAP framework


Human-Systems Integration
Marketing/Consumer Behavior
Behavioral Economics/Nudge
User Experience Design
Instructional Design
Learning Engineering
Foundations

SECURITY

PRIVACY

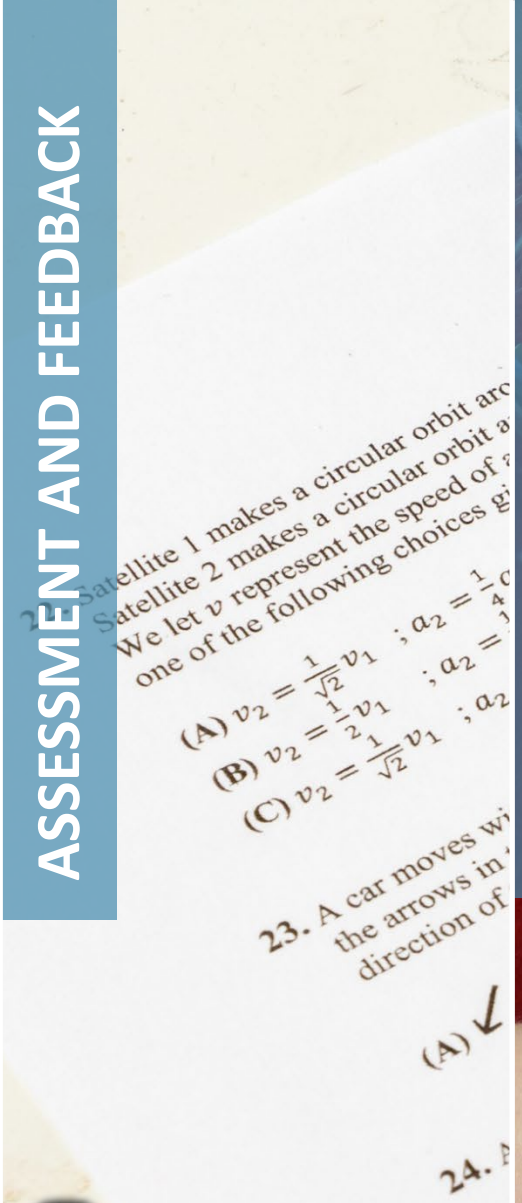
Technology

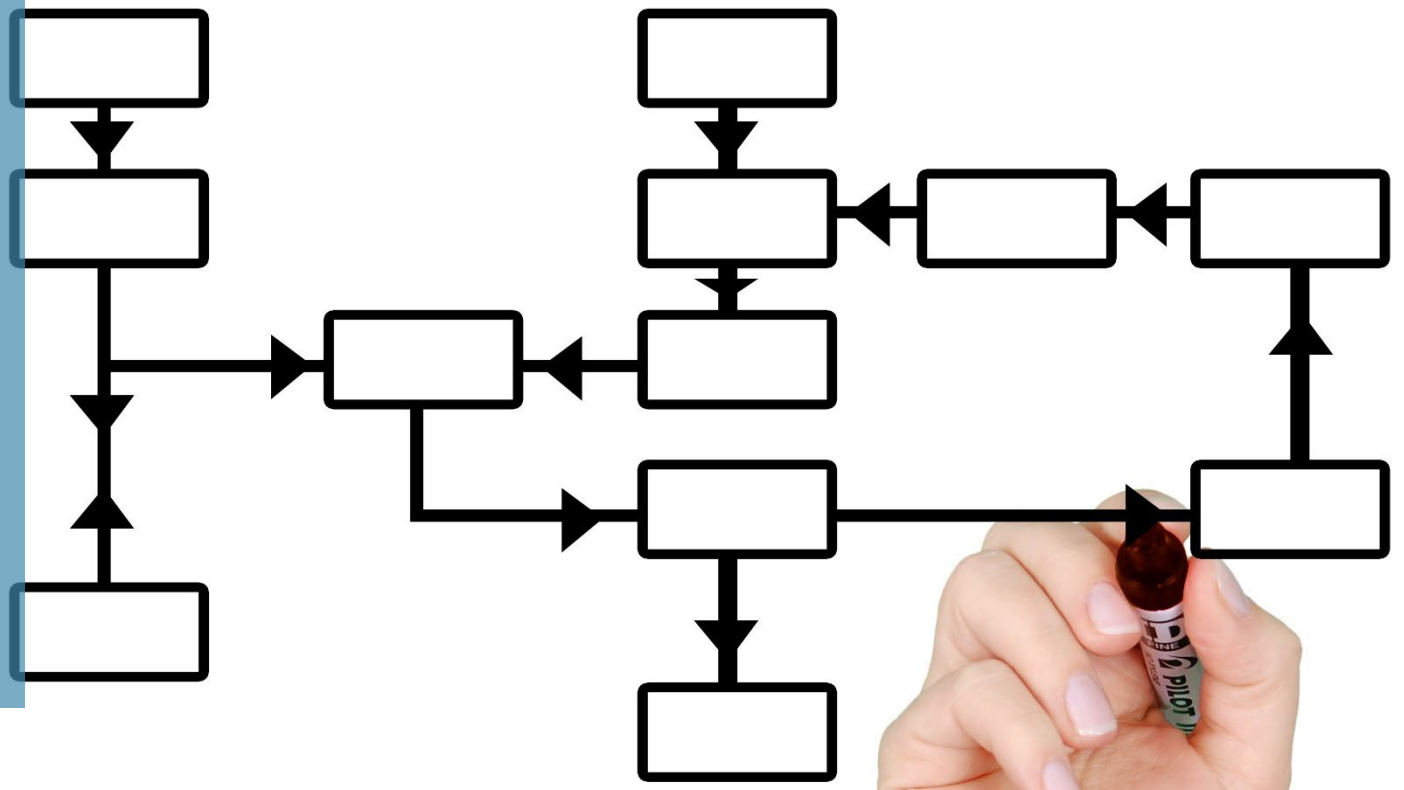
PERSONALIZATION
ANALYTICS
Technology

ASSESSMENT AND FEEDBACK

INSTRUCTIONAL STRATEGIES

COMPETENCY-BASED LEARNING





Learning Science

ASSESSMENT AND FEEDBACK

INSTRUCTIONAL STRATEGIES

COMPETENCY-BASED LEARNING

SOCIAL LEARNING

SELF-REGULATED LEARNING

Learning Science

ISDs AND LEARNING ENGINEERS
GOVERNANCE
CULTURE CHANGE
Organization

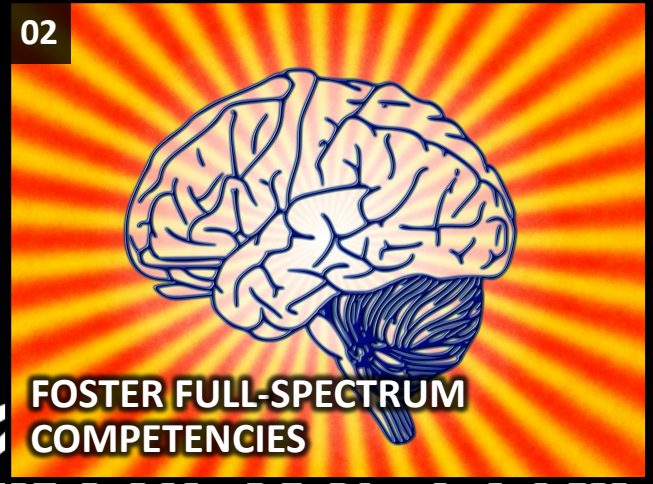
Recommendations
ENGINEERS
GOVERNANCE
CULTURE CHANGE
{ Strategic Planning }
Organization

Recommendations

01

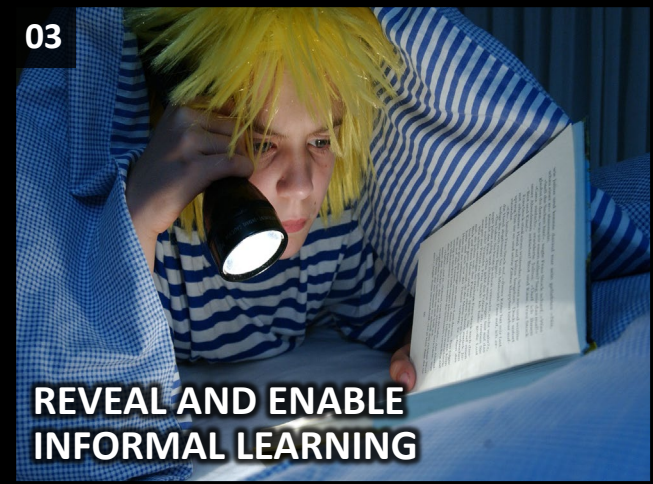
BRIDGE EXISTING SILOS

02



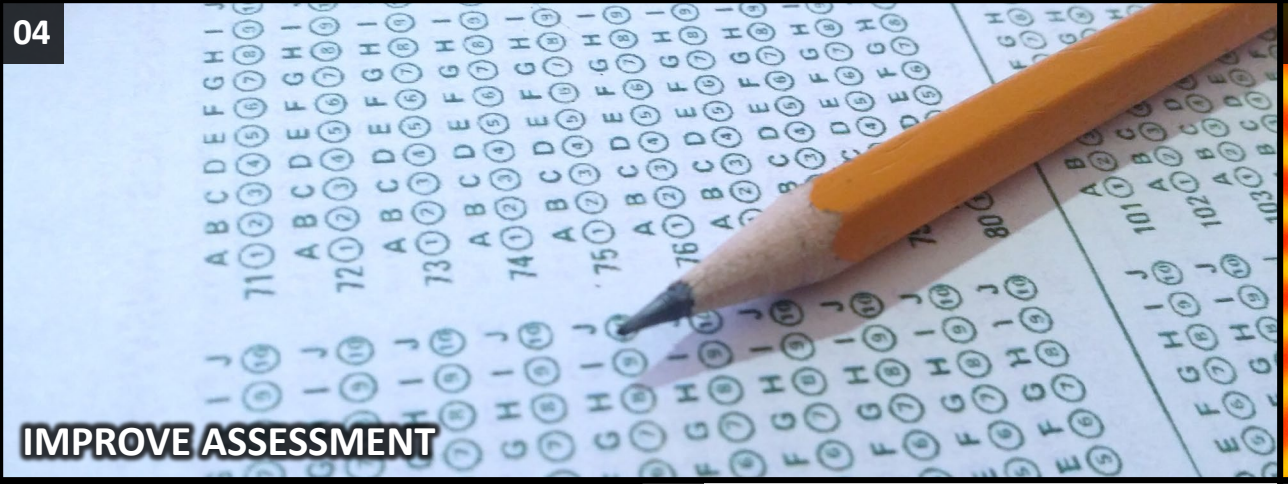
FOSTER FULL-SPECTRUM COMPETENCIES

03



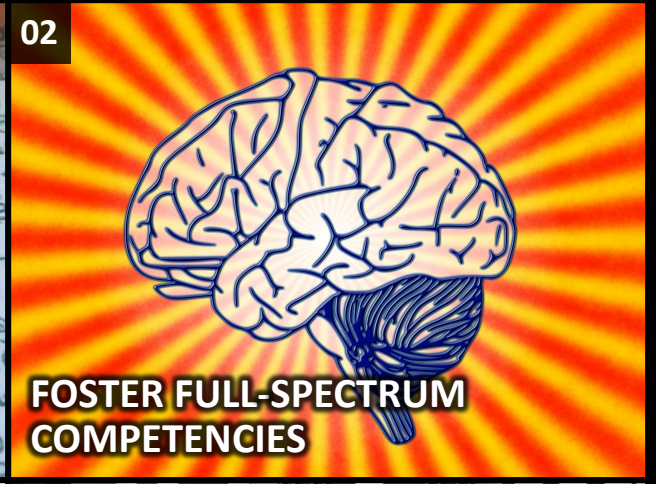
REVEAL AND ENABLE INFORMAL LEARNING

04



IMPROVE ASSESSMENT

02



FOSTER FULL-SPECTRUM COMPETENCIES

01

BRIDGE EXISTING SILOS

05

UP-SKILL AND EMPOWER LEARNING PROFESSIONALS

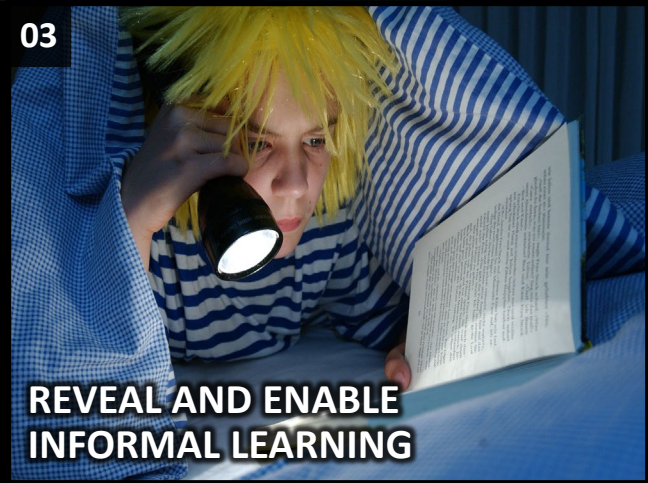
07

FACILITATE A MINDSET SHIFT

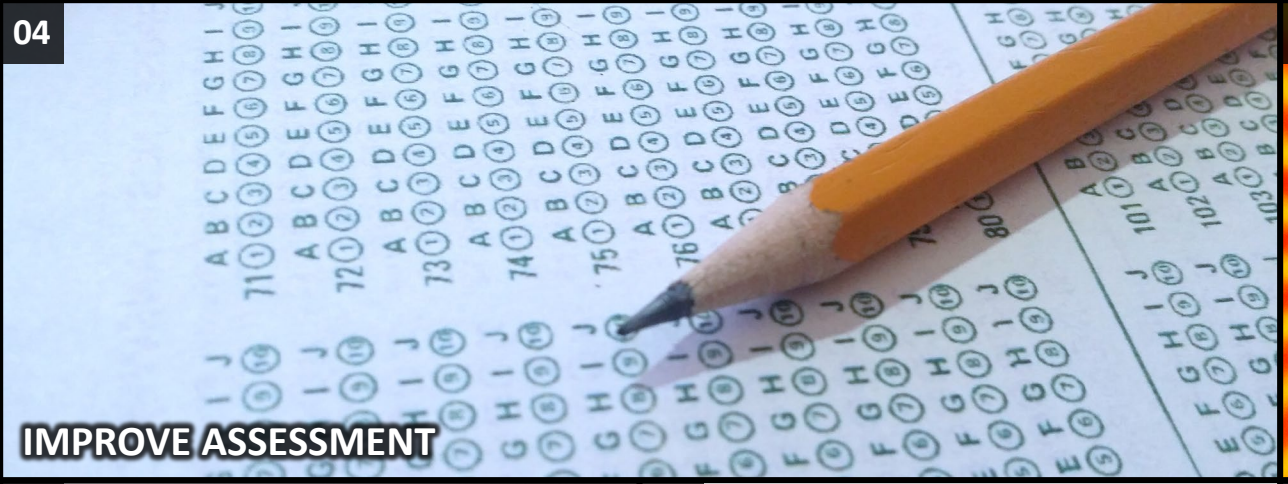
06

PLAN FOR INTEGRATION OF “LEARNING” AND “PERSONNEL”

03



REVEAL AND ENABLE INFORMAL LEARNING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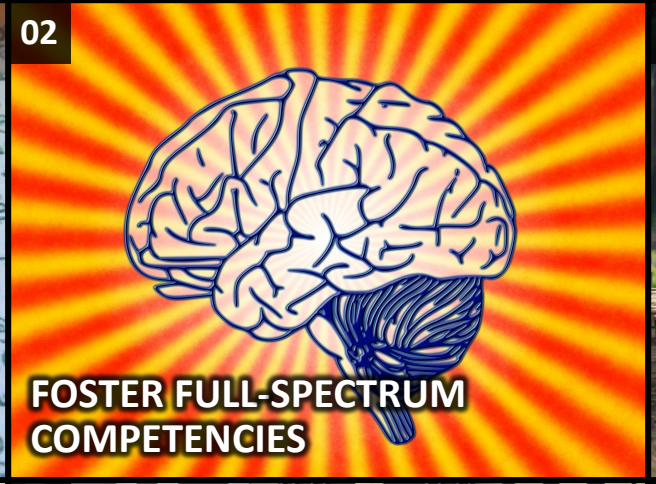
IMPROVE ASSESSMENT


02
FOSTER FULL-SPECTRUM COMPETENCIES

09
DESIGN FOR CONVENIENCE AND EQUITY OF ACCESS

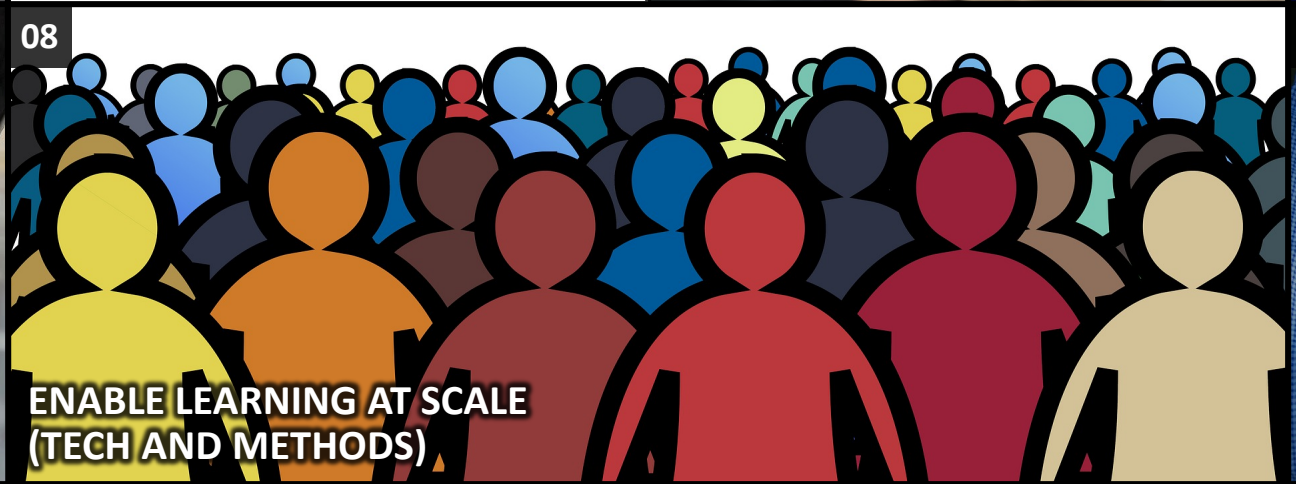
10
ENSURE LAWS, POLICIES, AND GOVERNANCE KEEP PACE

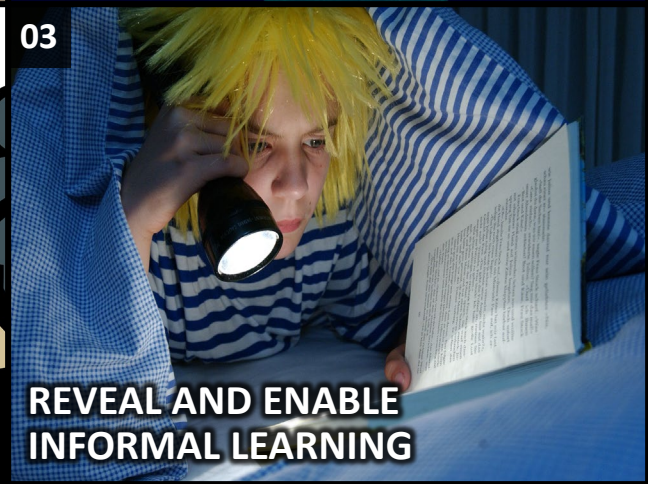
01
BRIDGE EXISTING SILOS

05
UP-SKILL AND EMPOWER LEARNING PROFESSIONALS

07
CHANGE
FACILITATE A MINDSET SHIFT

06
PLAN FOR INTEGRATION OF "LEARNING" AND "PERSONNEL"


08
ENABLE LEARNING AT SCALE (TECH AND METHODS)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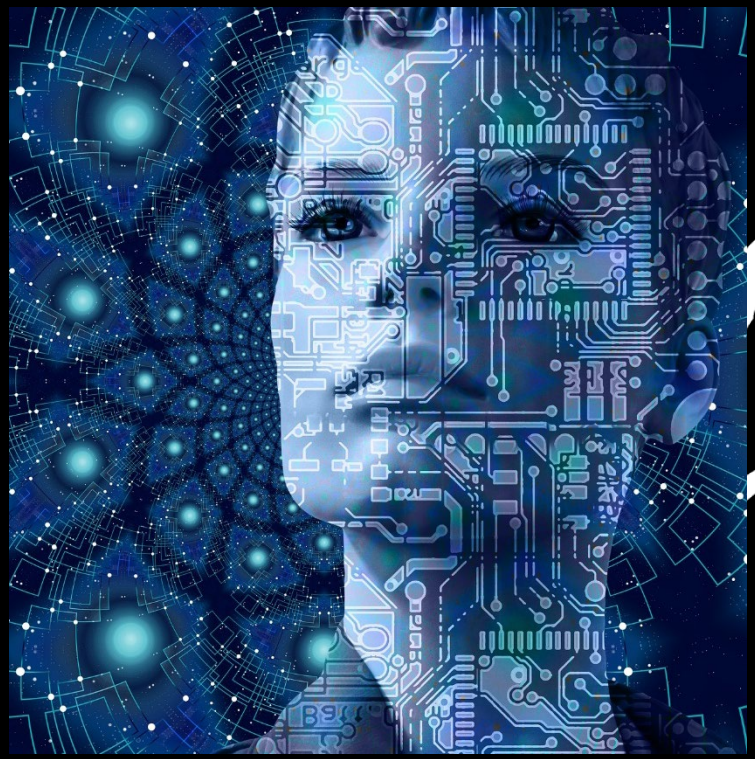
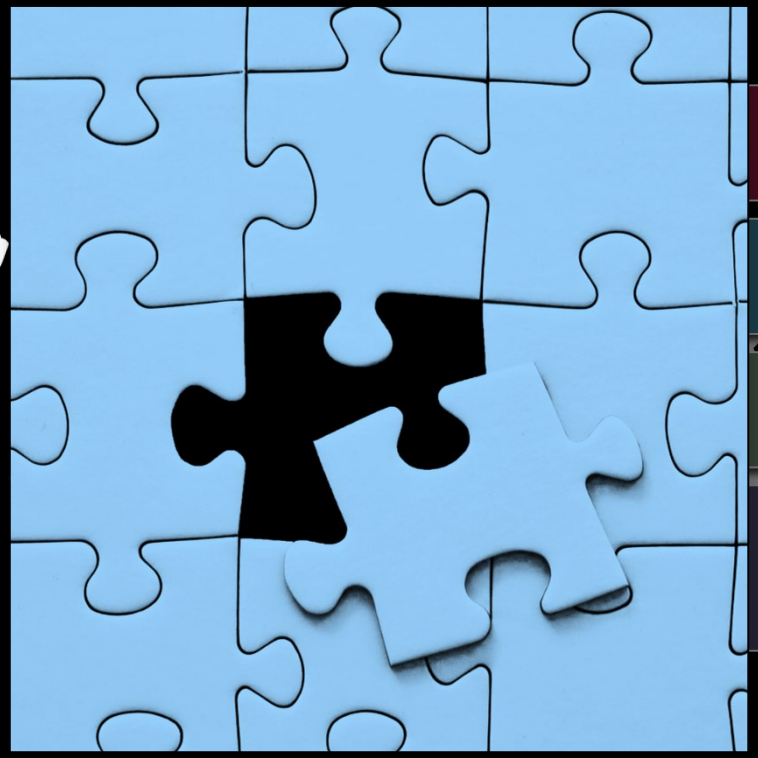


DEMAND + CAPACITY



COMPREHENSIVE APPROACH

BLUEPRINT

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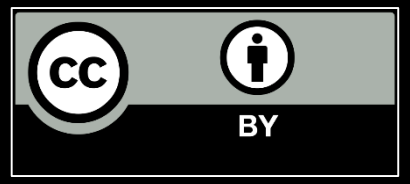

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